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ABSTRACT

The Institutional Self-Assessment Measure (ISAM) is presented, which was designed to aid local agency program managers and staff members in planning and improving implementation of competency-based education (CBE) programs. It is a structured tool to be used with the support of a trained ISAM facilitator to enhance communication among staff members. The instrument describes critical elements of program implementation, establishes a common language for communication within and between local agencies about the CBE program, offers a flexible self-report method for planning and program improvement at the local agency level, and describes key staff functions (management, instruction, and guidance). There are five major components: (1) management scoring forms with 25 items describing key functions of the manager of a CBE program; (2) instruction scoring forms with 26 items describing instructors' functions; (3) guidance scoring forms with 25 items for the guidance function; (4) scoring criteria, with clearly stated definitions of rating criteria for items specified in the preceding forms; and (5) summary analysis forms for use by the facilitator to help the agency team develop a profile of the current program and future needs. These forms may be used to develop an initial CBE plan, assess progress toward CBE implementation, and isolate specific needs within the program. (SLD)

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The *NEW*

I. S. A. M.

(Institutional Self-Assessment Measure)

a planning and program improvement tool for

COMPETENCY - BASED

programs

MANAGEMENT

SCORING FORMS

TM015548

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This work was developed by the CBAE Staff Development Project, San Francisco State University Foundation, Inc., under state-administered contracts of the Federal P.L. 91-230, Section 310, from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education. No official endorsement of this work should be inferred.

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State Department of Education 310
Projects Coordinator: Richard L. Stiles

Reviewers: Nick Kremer
Barbara Pfaffenberger
Dale Rezabek
Patricia Rickard

PURPOSE

The Institutional Self-Assessment Measure (ISAM) was designed to aid local agency program managers and staff members in planning and improving the implementation of Competency-Based Education (CBE) programs. It is intended to serve as a structured tool to be used -- with the support of a trained ISAM facilitator -- to enhance meaningful communication among local agency staff members about CBE program planning and program improvement. The ISAM...

- Describes the *critical program elements* that constitute CBE implementation, and specifies in clear terms through its scoring criteria what "full implementation" -- and lesser levels of implementation -- look like.

- Establishes a *common "language"* to enhance understanding and communication within and between local agencies about the program innovation known as CBE.

- Offers a *flexible, self-report method* for planning and program improvement at the local agency level in a wide variety of educational programs.

- Describes the *key staff functions* -- Management, Instruction, and Guidance -- that need to be performed in a CBE program.

USES

The ISAM may have the following uses, among others, in a local agency:

- Develop an *initial plan* to implement CBE.

- Assess *progress* toward CBE implementation.

- Isolate specific *needs* within the local program.

FORMAT

The ISAM has 5 major components. The form and function of each component may be described as follows:

1. *Management Scoring Forms* (TAN) -- contains 25 items describing the key program functions that a manager of a CBE program needs to perform; should be completed, if possible, by a team including an administrator, coordinator, or head teacher.

2. *Instruction Scoring Forms* (BLUE) -- contains 26 items describing key functions that instructors in a CBE program need to perform; should be completed, if possible, by a team including instructors representative of the diversity of the agency's programs (e.g., ESL, ABE, VESL, Employability, Special Education, High School Diploma, etc.).

3. *Guidance Scoring Forms* (YELLOW) -- contains 15 items describing the key guidance functions that need to be performed in a CBE program; should be completed by the person (or persons) responsible for the guidance function in a CBE program; some agencies may not have such a person designated and will thus be unable to complete this form; however, basic guidance items are still covered in the Management and Instruction Scoring Forms to assure that this important area is not overlooked.

4. *Scoring Criteria* (MAUVE) -- contains clearly-stated definitions of rating criteria for all items specified in the Management, Instruction, and Guidance Scoring Forms. The Scoring Criteria should be referred to on an item-by-item basis as agency staff members work their way through a particular Scoring Form, in order to provide a clear understanding of the meaning of a rating of "5," "4," "3," "2," or "1" on any given item.

5. *Summary Analysis Forms* (SALMON) -- contains 5 forms that the ISAM facilitator uses to help the agency team develop a profile of the agency's current program, and to set priorities regarding future needs and directions.

PROCESS

The ISAM process involves a trained ISAM facilitator and a team from a local agency -- ideally consisting of a manager, coordinator, guidance person, and instructors. This group spends approximately 2 hours in analyzing and discussing the agency's program(s), with the desired outcome being concensus on "next steps" to take -- both on a short-term and long-term basis -- toward CBE implementation. The ISAM process generally falls into 3 phases:

1. *Introduction* -- The ISAM facilitator introduces the purpose of the ISAM process, provides an overview of CBE implementation, and familiarizes the agency team with the format of the ISAM instrument.

2. *Completion of Scoring Forms* -- The agency team divides by role into subgroups (Management, Instruction, and Guidance), and each subgroup works through the Scoring Form that is appropriate to the role played in the agency by the group's members. The members of each group seek to assign scores for each item based on their perception of the program as a whole, and not solely their own personal practices or patterns (e.g., not, "Well, I do this, but nobody else does..." but rather, "Well, most people do this....").

3. *Summary Analysis and Priority Setting* -- The ISAM facilitator asks the groups to "call back" for all items on each Scoring Form used, entering these scores on the Summary Profile Sheets (A., B. and C.) contained in the Summary Analysis Forms. The ISAM facilitator then leads a discussion identifying key areas of agreement or disagreement between the groups about program accomplishments or areas of need. Finally, the group completes a priority-setting process to determine appropriate "next steps" to take toward further CBE implementation.

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.1 Provided leadership in developing a CBE Program Goal statement that concurs in principle with the key elements of a CBE program philosophy: • criterion of student achievement is demonstrated competency rather than seat time • students should have a part in determining their learning goals and planning their programs • programs should be open entry/open exit, in order to accommodate student needs • the focus of curriculum content should be the application of functional lifeskills competencies • program evaluation should reflect local community and agency goals, and student needs					
Comments : _____					
M.2 Provided leadership in compiling a comprehensive list of life skill or employability competencies; the list explicitly identifies competencies that have been verified or prioritized by community input, including business and industry representatives. (* may not be appropriate in some employability programs where competencies are pre-defined by the funding source)					
Comments : _____					
M.3 Provided leadership in developing competency-based course outlines that include the application of basic skills to life skills or employability competencies. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
Comments : _____					

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.4 Provided leadership in correlating course outlines to instructional materials used to attain the competencies by program and level. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
M.5 Provided leadership in developing a student orientation process that includes an overview of how the program works, program requirements, and future education, training, or employment possibilities.					
	Comments : _____				
M.6 Provided leadership in developing an assessment system that results in comprehensive student profiles or employability development plans (EDP) (including such information as past education, employment experiences, interests, short-term educational, personal, or employment goals as well as other information relevant to CBE instruction); a process for use of the profiles is also specified and followed.					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.7 Provided leadership in developing an assessment system for student placement into program and instructional level; the placement system specifies what instruments or techniques are to be used, and sets criteria for placing students into appropriate instructional levels.					
	Comments : _____				
M.8 Provided leadership in developing a system for using competency-based achievement test results (e.g., CASAS) to diagnose student life skills or employability competency needs, and identify related basic skill needs in order to plan instructional units.					
	Comments : _____				
M.9 Provided leadership in developing a competency-based monitoring system for assessing student progress (e.g., unit tests).					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.10 Provided leadership in developing a system to document attainment of basic and life skill and/or employability competencies, and to certify student completion of specified levels or programs. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
M.11 Provided leadership in developing a competency-based assessment process (e.g., CASAS) to monitor program effects (collective student progress); instruments have been identified with procedures for use and interpretation.					
	Comments : _____				
M.12 Provided leadership in assuring student access to information about community resources and/or employment opportunities.					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.13 Provided leadership in developing an instructional system that blends basic skills instruction with life skills and/or employability skills training.					
	Comments :				
M.14 Observe classroom instructors -- and communicate with them -- on a regular basis to identify instructional strengths and facilitate instructional improvement, using an organized process (e.g., TIP -- Teaching Improvement Process).					
	Comments :				
M.15 Conduct teacher evaluations that identify the following key CBE classroom practices: • overall organization of learning activity • lifeskill or employability competency application • teacher's monitoring of student performance • teaching to a variety of learning styles • appropriateness of materials • classroom grouping strategies					
	Comments :				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.16 Provided leadership in designing a staff development program for instructional staff.					
	Comments : _____				
M.17 Formulate program evaluation questions based on staff input and program goals, in one or more of the following areas: management, instruction, assessment, guidance, or student outcomes.					
	Comments : _____				
M.18 Determine the information needed, and the appropriate sources of that information, in order to answer program evaluation questions; identify appropriate evaluation instruments and specify staff responsible for completion of program evaluation; establish timelines for completing program evaluation tasks.					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.19 Analyze and report program evaluation data back to staff, students, and other interested parties (e.g., agency board, advisory committee, funding source, business/community members); use evaluation results to modify and refine the program.					
	Comments : _____				
M.20 Use knowledge of the various cultures represented in the local program to make program management decisions that take into consideration the meanings, values, and needs of diverse cultural groups.					
	Comments : _____				
M.21 Use procedures for attendance accounting, enrollment, and budget management that are in accordance with funding regulations.					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.22 Upgrade own managerial skills through the establishment and attainment of yearly professional growth objectives.					
	Comments : _____				
M.23 Communicate on a regular basis with business/industry and community members with regard to program planning and program improvement.					
	Comments : _____				
M.24 Establish and maintain linkages with other training or employability skills service providers -- establishing networks and shared delivery processes where appropriate.					
	Comments : _____				

As a Manager or Coordinator of a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
M.25 Communicate on a regular basis with agency staff concerning program needs and future directions.					
	Comments : _____				

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As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.1 Provided input in developing a CBE program goal statement concurring in principle with the key elements of CBE programs: • criterion of student achievement is demonstrated competency rather than seat time • students should have a part in determining their learning goals and planning their programs • programs should be open entry/open exit, in order to accommodate student needs • the focus of curriculum content should be the application of functional lifeskills competencies • program evaluation should reflect local community and agency goals, and student needs					
Comments : _____					
I.2 Developed or identified a comprehensive list of life skills or employability competencies. * (* may not be appropriate in some employability programs where competencies are pre-defined by the funding source)					
Comments : _____					
I.3 Developed or identified a comprehensive list of competencies for each level of instruction within the program (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
Comments : _____					

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.4 Developed course outlines that include the application of basic skills to life skill or employability competencies. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
I.5 Use a process (such as the CASAS Curriculum Matrix) to identify competency-based materials by program and level. Materials are organized for easy access (e.g., in a resource library)					
	Comments : _____				
I.6 Orient students to the overall program structure, opportunities for further study, and program requirements; inform students of the availability of guidance or job placement services and encourage students to use these program services.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.7 Use individual student profiles or employability development plans (EDP) [including such information as past education, employment experiences, interests, short-term educational, personal, or employment goals as well as other information relevant to CBE instruction] in order to plan and deliver instruction.					
	Comments : _____				
I.8 Use valid measures [such as those developed using the CASAS system] to assure accurate placement of students into appropriate programs and levels.					
	Comments : _____				
I.9 Conduct pre-tests and post-tests for instructional units, using an assessment process appropriate to the needs and abilities of the students.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.10 Use procedures to document and certify student competency attainment, and manage student movement through programs; the criteria for movement are clearly-understood, precise, and based on demonstrated competency attainment.					
	Comments : _____				
I.11 Share, on a continuous basis, assessment and evaluation results with students; the purpose of feedback is to assist students in monitoring their own learning progress.					
	Comments : _____				
I.12 Conduct competency-based lessons that provide well-organized and well-sequenced learning activities.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.13 Conduct competency-based lessons that provide for realistic application of life skill or employability competencies.					
	Comments : _____				
I.14 Conduct competency-based lessons that include effective monitoring of student performance.					
	Comments : _____				
I.15 Conduct lessons that teach to a variety of student learning styles.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.16 Conduct competency-based lessons that use materials appropriate to the teaching objective and to student needs.					
	Comments : _____				
I.17 Conduct competency-based lessons that use a variety of classroom grouping strategies to accommodate the diversity of student needs.					
	Comments : _____				
I.18 Analyze the effectiveness of own teaching performance using a structured process (such as the TIP -- Teaching Improvement Process).					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.19 Conduct student needs assessment when students first enter the program, and periodically as they move through the program; use locally-developed instruments or valid competency-based tests (e.g., CASAS Survey Achievement Tests).					
	Comments : _____				
I.20 Use student needs assessment results to adapt classroom instruction to meet the students' identified learning needs.					
	Comments : _____				
I.21 Take into account student time constraints or personal problems when planning instruction.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.22 Take into account the diverse sets of meanings and values held by the different cultural groups represented in the program, when planning and conducting instruction.					
	Comments : _____				
I.23 Communicate regularly with other staff members -- including instructors, managers, counselors, job developers, or aides -- through regular staff meetings or other processes; work as a team member with other staff to address student and program issues.					
	Comments : _____				
I.24 Motivate students to attend class regularly and to participate meaningfully in class, in order to build student self-confidence.					
	Comments : _____				

As an Instructor in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
I.25 Provide periodic input to management staff for the development of a comprehensive program evaluation plan. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
I.26 Regularly assess and identify own staff development and professional growth needs; inform managers of these needs, and work cooperatively with them to arrange staff development activities to address these identified needs.					
	Comments : _____				

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As a counselor or other person who performs the guidance function in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
G.4 Assisted in developing a guidance system that assures accurate placement of students into appropriate programs and levels; placement procedures specify instruments, techniques, and personnel responsibilities.					
	Comments : _____				
G.5 Helped to establish standards for basic skills required for entry into various programs offered (e.g., vocational training, high school diploma, etc.); communicate these requirements to students, and assess their levels of proficiency in terms of these standards.					
	Comments : _____				
G.6 Facilitate student movement through the program based on documented competency attainment, and certify student completion of specified levels or programs.					
	Comments : _____				

As a counselor or other person who performs the guidance function in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
G.7 Extend guidance services to ALL students represented in the agency. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
G.8 Counsel students regarding realistic options and goals for employment preparation, academic preparation, and other training opportunities; help students redefine goals as they move through the program.					
	Comments : _____				
G.9 Share, on a continuous basis, assessment and evaluation results with students; the purpose of feedback is to assist students in monitoring their own progress.					
	Comments : _____				

As a counselor or other person who performs the guidance function in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
G.10 Refer students to alternate programs if appropriate (or refer them back to original referral source or case worker if inappropriately assigned to training/education program).					
	Comments : _____				
G.11 Regularly inform students of the availability of employment opportunities and/or job placement services, and encourage students to use these services (e.g., classroom visits, flyers, orientation videos, etc.).					
	Comments : _____				
G.12 Take into account the diverse sets of meanings and values held by the different cultural groups represented in the program, when planning and conducting guidance activities.					
	Comments : _____				

As a counselor or other person who performs the guidance function in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
G.13 Use appropriate community resources to make student referrals (e.g., employment, health, consumer, cultural, or other resources); community resource lists are updated regularly and are provided to all instructional staff.					
	Comments : _____				
G.14 Maintain ongoing communication with instructional staff to determine how instruction and guidance can best collaborate to help students achieve their goals.					
	Comments : _____				
G.15 Communicate with other staff about relevant student profile information and accuracy of student placement; copies of profiles and other relevant data are provided as needed.					
	Comments : _____				

As a counselor or other person who performs the guidance function in a CBE program, I . . .	none/not at all 1	very little 2	somewhat 3	very much 4	a great deal 5
G.16 Provide periodic input to management staff for the development of a comprehensive program evaluation plan. (Circle one or more programs) ABE ESL VESL High School Diploma Employment Preparation Special Education					
	Comments : _____				
G.17 Regularly assess and identify own staff development and professional growth needs; inform managers of these needs, and work cooperatively with them to arrange staff development activities to address these identified needs.					
	Comments : _____				

california
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The *NEW*

I. S. A. M.

(Institutional Self-Assessment Measure)

a planning and program improvement tool for

COMPETENCY - BASED

programs

SCORING CRITERIA

This work was developed by the CBAE Staff Development Project, San Francisco State University Foundation, Inc., under state-administered contracts of the Federal P.L. 91-230, Section 310, from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education. No official endorsement of this work should be inferred.

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california CBAE staff development

developed by
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PURPOSE

The Institutional Self-Assessment Measure (ISAM) was designed to aid local agency program managers and staff members in planning and improving the implementation of Competency-Based Education (CBE) programs. It is intended to serve as a structured tool to be used -- with the support of a trained ISAM facilitator -- to enhance meaningful communication among local agency staff members about CBE program planning and program improvement. The ISAM...

- Describes the *critical program elements* that constitute CBE implementation, and specifies in clear terms through its scoring criteria what "full implementation" -- and lesser levels of implementation -- look like.

- Establishes a *common "language"* to enhance understanding and communication within and between local agencies about the program innovation known as CBE.

- Offers a *flexible, self-report method* for planning and program improvement at the local agency level in a wide variety of educational programs.

- Describes the *key staff functions* -- Management, Instruction, and Guidance -- that need to be performed in a CBE program.

USES

The ISAM may have the following uses, among others, in a local agency:

- Develop an *initial plan* to implement CBE.

- Assess *progress* toward CBE implementation.

- Isolate specific *needs* within the local program.

FORMAT

The ISAM has 5 major components. The form and function of each component may be described as follows:

1. *Management Scoring Forms* (TAN) -- contains 25 items describing the key program functions that a manager of a CBE program needs to perform; should be completed, if possible, by a team including an administrator, coordinator, or head teacher.

2. *Instruction Scoring Forms* (BLUE) -- contains 26 items describing key functions that instructors in a CBE program need to perform; should be completed, if possible, by a team including instructors representative of the diversity of the agency's programs (e.g., ESL, ABE, VESL, Employability, Special Education, High School Diploma, etc.).

3. *Guidance Scoring Forms* (YELLOW) -- contains 15 items describing the key guidance functions that need to be performed in a CBE program; should be completed by the person (or persons) responsible for the guidance function in a CBE program; some agencies may not have such a person designated and will thus be unable to complete this form; however, basic guidance items are still covered in the Management and Instruction Scoring Forms to assure that this important area is not overlooked.

4. *Scoring Criteria* (MAUVE) -- contains clearly-stated definitions of rating criteria for all items specified in the Management, Instruction, and Guidance Scoring Forms. The Scoring Criteria should be referred to on an item-by-item basis as agency staff members work their way through a particular Scoring Form, in order to provide a clear understanding of the meaning of a rating of "5," "4," "3," "2," or "1" on any given item.

5. *Summary Analysis Forms* (SALMON) -- contains 5 forms that the ISAM facilitator uses to help the agency team develop a profile of the agency's current program, and to set priorities regarding future needs and directions.

PROCESS

The ISAM process involves a trained ISAM facilitator and a team from a local agency -- ideally consisting of a manager, coordinator, guidance person, and instructors. This group spends approximately 2 hours in analyzing and discussing the agency's program(s), with the desired outcome being concensus on "next steps" to take -- both on a short-term and long-term basis -- toward CBE implementation. The ISAM process generally falls into 3 phases:

1. *Introduction* -- The ISAM facilitator introduces the purpose of the ISAM process, provides an overview of CBE implementation, and familiarizes the agency team with the format of the ISAM instrument.

2. *Completion of Scoring Forms* -- The agency team divides by role into subgroups (Management, Instruction, and Guidance), and each subgroup works through the Scoring Form that is appropriate to the role played in the agency by the group's members. The members of each group seek to assign scores for each item based on their perception of the program as a whole, and not solely their own personal practices or patterns (e.g., not, "Well, I do this, but nobody else does..." but rather, "Well, most people do this....").

3. *Summary Analysis and Priority Setting* -- The ISAM facilitator asks the groups to "call back" for all items on each Scoring Form used, entering these scores on the Summary Profile Sheets (A., B. and C.) contained in the Summary Analysis Forms. The ISAM facilitator then leads a discussion identifying key areas of agreement or disagreement between the groups about program accomplishments or areas of need. Finally, the group completes a priority-setting process to determine appropriate "next steps" to take toward further CBE implementation.

MANAGEMENT

SCORING CRITERIA

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.1	**1**	A CBE program goal statement has not been developed.
	2	
	3	A CBE program goal statement has been developed; at least 3 of the key elements are covered; key elements which are addressed could be expanded; some information may not be in agreement with CBE principles.
	4	
	5	A CBE program goal statement has been developed; all 5 key elements are addressed in a comprehensive and accurate manner.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.2	1	Competencies have not been identified; there has been no community input and/or involvement from business and industry representatives.
	2	
	3	Competencies have been identified; competencies may have been adopted mainly from other agencies or pre-existing sources; there may have been some involvement of community representatives and/or business and industry in the approval or prioritizing of competencies.
	4	
	5	Competencies have been identified; all describe life skill and/or employability competencies; there is evidence of a comprehensive local planning process including representative community and/or business and industry input; a process for periodically reviewing, modifying, and updating these competencies is also in operation.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.3	**1**	No competency-based course outlines have been developed.
	2	
	3	Competency-based course outlines have been developed for some, but not all courses or levels in the program; basic skills may not be adequately integrated with life skills or employability competencies; instructional staff may not always be aware of the existence of these course outlines, or may not understand how to use them to guide instruction; a process may not have been established for revision of course outlines based on changing student, community, or employment needs.
	4	
	5	Comprehensive competency-based course outlines have been developed for all courses and levels in the program; basic skills are integrated appropriately with life skill or employability competencies; instructors are aware of the existence of the course outlines, know how to use them, and DO use them to guide instruction; there is a process in operation to revise the course outlines periodically based on changing student, community, and employment needs.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.4	1	Instructional materials have not been correlated with competencies as listed in course outlines by program and level.
	2	
	3	Some instructional materials have been identified that address competencies as listed in the course outlines by program and level; the materials may be limited or insufficient for some programs or levels; the materials could be better organized and made more accessible to instructional staff.
	4	
	5	A comprehensive system is in place to correlate instructional materials with competencies listed in course outlines by program and level; there is a sufficient variety of materials listed; materials are well-organized and readily accessible to instructional staff; there is a process in place for identifying and correlating new materials that address program competencies.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.5	1	There is no structured process in place for orienting students to the program.
	2	
	3	There is a process in place for orienting students to the program; the process includes an overview of how the program works, program requirements, and a description of how students may move between program components; the orientation may not always be consistently delivered; not all new students who enter the program on an open entry/open exit basis may always be addressed by the orientation process.
	4	
	5	There is a comprehensive, well-structured process in place for orienting students to the program; the orientation process tells students how the program works, what is required of them, and how they may move between program components; the orientation process is planned so that it serves all new students entering the program on an open entry/open exit basis; instructors reinforce key points of the orientation process in the classroom.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.6	1	An assessment system that results in comprehensive student profiles or employability development plans (EDP) has not been developed.
	2	
	3	Student profiles or employability development plans have been developed; they may not yield comprehensive student information; a process to share information with concerned program staff may not be fully implemented.
	4	
	5	An assessment system that results in comprehensive student profiles or employability development plans (EDP) has been developed; instruments and procedures yield comprehensive student information; a process for sharing information with concerned program staff is fully implemented; there is a process to update this information as students move through the program and redefine their goals.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.7	1	A system for placing students has not been developed.
	2	
	3	A system for placing students has been developed; testing procedures, instruments, and responsibilities are specified, but may not always be carried out uniformly; the system may not be accurate and/or economical (time/money); instructors may not receive placement information in a timely manner.
	4	
	5	A comprehensive placement system has been implemented; the system is economical (time/money) , and allows for accurate student placement into programs and levels; testing procedures, instruments, and responsibilities are specified; placement information is transmitted to appropriate personnel in a timely manner; the process for placement is carried out uniformly.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.8	1	There is no system for using competency-based achievement test results (e.g., CASAS) to diagnose life skills/ employability competencies and identify related basic skills weaknesses.
	2	
	3	There is a system for analyzing competency-based achievement test results (e.g., CASAS) to diagnose life skills/employability competencies and related basic skills; while the system is encouraged and supported by management, the method for identifying areas of weakness may vary depending upon the instructor, level, or program.
	4	
	5	There is a comprehensive system for analyzing competency-based achievment test results (e.g., CASAS) to diagnose life skills/employability competencies and related basic skills; these tests are scored for instructors, and test results are returned in a timely and understandable format so that instructors can identify appropriate areas of needed instruction; there is a process for instructors to communicate identified areas of student weakness.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.9	1	A competency-based monitoring system for ongoing assessment of student progress has not been developed.
	2	
	3	A competency-based monitoring system for ongoing assessment of student progress has been developed; while the system is encouraged and supported by management, the method for identifying areas of weakness may vary depending upon the instructor, level, or program; there is no system for reporting scores to students.
	4	
	5	A comprehensive competency-based monitoring system for ongoing assessment of student progress is an agency-wide practice for all programs and levels; tests are scored for instructors and returned in a timely and understandable format; test results are shared with students; there is a process to communicate student assessment results to concerned staff, in order to make program decisions for student benefit.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.10	1	A system to document the attainment of basic skill, life skill, and/or employability skill competencies, and to certify student completion of specified levels or programs has not been developed.
	2	
	3	A system to document the attainment of basic skill, life skill, and/or employability skill competencies, and to certify student completion of specified levels or programs has been established; procedures and instruments may not be consistent across classes, levels, and programs; there may be no uniform process for sharing assessment results with students or concerned staff.
	4	
	5	A comprehensive system to document the attainment of basic skill, life skill, and/or employability competencies, and to certify student completion of specified levels or programs has been implemented; a listing of specific instruments and responsibilities for administration and reporting are included; students are informed of assessment results in a timely and understandable manner; there is a process for sharing student assessment results with concerned staff to make program decisions for student benefit.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.11	**1**	An assessment system to monitor program effects (e.g., CASAS) has not been developed.
	2	
	3	An assessment system to monitor program effects (e.g., CASAS) has been developed; instruments are appropriate for measurement of life skills and/or employability skills, and for basic skills; the assessment system may only monitor program effects for one level adequately; data collection procedures have been developed but analysis and reporting procedures may not be fully implemented.
	4	
	5	A comprehensive assessment system to monitor total program effects has been fully implemented to allow for the measurement of life skills and/or employability skills, and basic skills; data collection, analysis, and reporting procedures have been defined; program additions, deletions, and refinements are made based on this assessment process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.12	1	A process for providing student access to information about community resources and/or employment opportunities has not been established; students primarily receive this information indirectly from other students.
	2	
	3	There is a process for providing student access to information about community resources and/or employment opportunities; the information may be inadequate and it may not be current; the information may not be readily accessible or presented in an understandable format.
	4	
	5	An efficient process for providing student access to information about community resources and/or employment opportunities has been implemented; current community resources information and/or employment opportunities have been organized in an understandable format; the information is easily accessible by instructional staff and students; there is a process to continually update the information.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.13	1	An instructional system that integrates basic skills instruction with life skills and/or employability skills training has not been developed.
	2	
	3	Some basic skills are taught in the context of life skills competencies and/or employability skills training; they may not be integrated with instruction emphasizing either the basic skills or the life skills; basic skills taught may not always be relevant to the competency objective.
	4	
	5	Basic skills, life skills, and/or employability skills competencies are blended into course descriptions and instruction for all programs and levels; basic skills are consistently taught in the context of life skills and/or employability skills competencies; basic skills are relevant to the competency objective being taught.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.14	1	There is no organized process for observing classroom instructors.
	2	
	3	Classroom instructors are visited by supervisory staff; the visits may be brief and there may be no organized process to observe instruction or provide feedback on the instruction observed, except in very general terms.
	4	
	5	Classroom instructors are observed on a regular basis; there is an organized process that provides a focus for the observation; feedback is delivered based on this focused observation; the process allows for both peer/peer and supervisor/instructor interaction in order to promote a flexible approach to instructional improvement.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.15	1	There are no formal instructor evaluations conducted by agency supervisory personnel.
	2	
	3	Some instructors are evaluated by agency supervisory personnel; not all instructors are evaluated; the instrumentation may be very general and may not identify key elements of CBE at the classroom level; evaluators may not have received formal training in using the evaluation instrument and instructors may not be clear about the specific evaluation criteria; there may be no process for reporting evaluation results to instructors.
	4	
	5	There is a formal process for conducting instructor evaluations; all instructional staff are evaluated on a periodic basis using criteria that are made known to the instructors; the criteria employed identify key CBE classroom practices; evaluators have received formal training in using the instrumentation; there is a process for providing evaluation results to the instructors.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.16	1	An organized staff development program has not been designed or implemented.
	2	
	3	A staff development program has been designed; some opportunities are available, at least partially based on a formal assessment of staff training needs; there may be limited resources to support staff development both within and outside the agency; instructors who work at night, instructors at outlying sites, and instructional aides may not be included in staff development activities.
	4	
	5	Ongoing staff development has been fully implemented; there is strong administrative support; staff development activities are based on a formal needs assessment of staff; staff development is offered at a variety of times to accommodate the diverse schedules of instructors; there is paid release time; the staff development plan serves all instructional staff (including aides); there is an attempt to provide staff development opportunities outside the agency for interested staff.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.17	1	A program evaluation plan based on relevant questions that address program purposes has not been developed.
	2	
	3	Questions that address program purposes in one or more of the following areas have been identified: management, instruction, guidance/assessment, and student outcomes; the questions may be too general; there may have been little staff input; the questions may not address critical areas of CBE implementation.
	4	
	5	Relevant questions that address program purposes in one or more of the following areas have been identified: management, instruction, guidance/assessment, and student outcomes; the questions are specific and they address critical areas of CBE implementation; they are based on staff input.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.18	1	A program evaluation plan has not been developed.
	2	
	3	A program evaluation plan has been developed; it may be difficult to determine the information needed and appropriate sources to answer the evaluation questions; instruments may only collect limited data -- either qualitative or quantitative; a limited number of staff may be assigned to assist in gathering the data; a formal timeline for collecting and analyzing the data may not be in place.
	4	
	5	A program evaluation plan based on specific questions has been developed; a variety of evaluation instruments have been identified to collect needed data; the instruments provide both qualitative and quantitative data; the data collected are relevant to the identified questions; staff members have been assigned tasks related to implementing the plan; they have been given training in the use of the instrumentation; specific timelines have been set for the completion of program evaluation tasks.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.19	1	A program evaluation plan has not been developed.
	2	
	3	A program evaluation plan has been developed; the data may only have been analyzed on a cursory basis; attempts may not have been made to see if additional data are needed; results may not have been reported to staff, students, and other interested persons; evaluation data have not been used to modify and refine the program.
	4	
	5	A program evaluation plan based on specific questions has been implemented; the data have been analyzed; reports have geen generated to share evaluation results with staff, students, and other interested persons (e.g., community or industry advisory boards); reports are written to address the interests and needs of various groups; evaluation results have been used for program improvement and refinement.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.20	1	There is no apparent awareness of the need for a knowledge of the cultures represented in the local program.
	2	
	3	Program planning reflects a general knowledge of the meanings, values, and traditions represented by various cultural groups participating in the program; methods of gathering information about various cultures may be inadequate, providing incomplete or erroneous information; many program management decisions may not be informed by knowledge of the various cultures represented in the program.
	4	
	5	Cross-cultural awareness and knowledge are integral to the management and coordination of all programs and levels, as documented by ongoing staff development and management decisions based on the meanings and values of the diverse cultural groups represented in the program; relevant and accurate data about the various cultures represented in the program are regularly collected, updated, and made available to all staff concerned.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.21	1	Procedures for attendance, accounting, enrollment, and budget management in accordance with funding regulations have not been determined.
	2	
	3	There are procedures in place to document attendance, accounting, enrollment, and budget requirements in accordance with funding regulations; there may be some problems in collecting the needed data; staff may not have been assigned to collect and report all needed data.
	4	
	5	Strict procedures for complying with funding regulations have been implemented; attendance, accounting, enrollment, and budget information are accurately recorded; detailed reports are generated as needed to document compliance; specific staff responsibilities have been assigned in order to insure that the information needed is collected and reported accurately.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.22	1	Professional growth objectives have not been developed.
	2	
	3	Professional growth objectives have been developed, at least partially based upon an assessment of need in relation to management of CBE programs; there may be limited activities available to upgrade managerial skills and inadequate resources.
	4	
	5	A comprehensive professional growth plan (including objectives, activities, and outcomes) has been implemented; a variety of resources to maintain and upgrade managerial skills have been identified within and outside the agency.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.23	1	Ongoing communication with business/industry and community members in regard to program development has not been established.
	2	
	3	There is some communication with business/industry and community members with respect to program development; there is an advisory committee in place which represents the local community and/or labor market, but it may not always play a major role in helping to determine program goals and future directions; business/industry and community members are encouraged to visit the program, but it may happen infrequently.
	4	
	5	Management communicates on a regular basis with business/industry and community members with respect to program development; a diversity of communication methods are employed (e.g., meetings, newsletters, or talks to special groups) that encourage interest about and linkages with the program; community and business/industry members are encouraged to visit the agency and take part in program activities; there is an active advisory committee that provides meaningful and important input into program decisions.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.24	**1**	Linkages with other training or employability service providers have not been established.
	2	
	3	Some linkages with other training or employability service providers may have been established; there may be informal communication, but processes to coordinate responses to funding opportunities and delivery of services in areas of specific community or program need are not being implemented.
	4	
	5	The agency is involved in formal networking processes with other training or employability service providers; there is a process to share program approaches and curriculum, and to coordinate responses to funding opportunities; the networking allows an opportunity to explore changes in community needs and to deliver services in areas of specific program expertise; there is a process to involve members from other training or employability service providers in advisory group processes and, in turn, to become involved in their groups.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
M.25	1	A regular time and process for program planning with agency staff has not been established.
	2	
	3	There are some planning meetings for agency staff; formal meetings are held infrequently, usually in response to specific problems or issues that arise; the planning meetings may be held at times and places that make it difficult for night staff and staff from outlying sites to attend; planning may be done informally by teaching staff during lunch or breaks; there may be no consistent, ongoing opportunities for staff to become involved in determining program needs and future directions.
	4	
	5	An effective program planning process for agency staff has been implemented; the planning process involves staff in assisting to determine program needs and future directions; there is paid release time, administrative support, and involvement; staff members have some real impact on the direction of programming; there is an attempt to hold meetings at times that will involve the majority of staff (day/night staff, central/outlying sites).

INSTRUCTION

SCORING CRITERIA

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.1	1	A CBE program goal statement has not been developed.
	2	
	3	A CBE program goal statement has been developed; at least 3 of the key elements are covered; key elements which are addressed could be expanded; some information may not be in agreement with CBE principles.
	4	
	5	A CBE program goal statement has been developed; all 5 key elements are addressed in a comprehensive and accurate fashion.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.2	1	Competencies have not been identified; there has been no involvement of instructional staff in the development of a list of life skills or employability competencies.
	2	
	3	Competencies have been identified; competencies may have been adopted from other agencies or pre-existing sources; there may have been some involvement of instructional staff in the development of the competency list; there may be no organized process for assessing student needs or incorporating those needs -- or community needs -- into the competency list.
	4	
	5	Competencies have been identified; all describe life skills or employability competencies; there has been significant involvement of instructional staff in the development of the competency list; the list reflects the results of an organized and ongoing process for assessing student and community needs; a process for periodically reviewing, modifying, and updating these competencies is also in operation.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.3	1	A competency list for the program as a whole may be in place, but there has been no effort made to define the specific competencies to be addressed at each level of the program.
	2	
	3	A competency list for the program as a whole is in place; some specific competencies to be addressed at each level of the program have been identified, but a clearer definition may be needed; instructional staff may not always understand that there are different competencies to be addressed at each level, and their teaching may not always reflect this.
	4	
	5	A competency list for the program as a whole is in place; there is a clear definition of the specific competencies to be addressed at each level of the program; instructional staff understand that there are different competencies to be addressed at each level, and their teaching reflects this; the program's overall competency list is stated as a continuum of competencies, ranging from less difficult to more difficult.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.4	1	No competency-based course outlines have been developed.
	2	
	3	Competency-based course outlines have been developed for some, but not all courses or levels in the program; basic skills may not be adequately integrated with life skills or employability competencies; instructional staff may not always be aware of the existence of these course outlines; they may not always use the course outlines to guide their instruction; no process has been established for instructor input to revise course outlines based on changing student, community, or employment needs.
	4	
	5	Comprehensive competency-based course outlines have been developed for all courses and levels in the program; basic skills are integrated appropriately with life skills or employability competencies; instructional staff are aware of the existence of these course outlines and they use the course outlines to guide their instruction; there is a process to revise and update course outlines as needed.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.5	1	Instructional materials have not been correlated with competencies by program and level.
	2	
	3	Some instructional materials have been identified that address program competencies; there may be limited materials for some programs and levels; the materials may need to be better organized and may need to be made more readily accessible to program staff.
	4	
	5	Instructional materials are correlated to competencies by program and level; instructional staff have a wide variety of materials to choose from; the materials are well-organized and readily accessible; there is a process for correlating new materials that address program competencies; instructional staff are made aware of the addition of new materials.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.6	1	New students are not oriented to the program on a regular basis.
	2	
	3	New students are oriented to the program; students may receive an overview of how the program works, program requirements, and a description of how students may move between program components; all students may not consistently receive this orientation information; information received by students may not always be comprehensive or current.
	4	
	5	All new students are oriented to the program through a well-structured process that provides comprehensive and current information; the orientation process tells students how the program works, what is required of them, and how they may move between program components; the orientation process is planned so that it serves all new students entering the program on an open entry/open exit basis; instructors reinforce key points of the orientation process in the classroom.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.7	1	Individual student profiles or employability development plans (EDP) are not used to plan instruction.
	2	
	3	Individual student profiles or employability development plans (EDP) are used to collect student information (e.g., goals, work experience); the student profiles may not yield comprehensive student information that can guide instruction; there is a process to transmit student information to the instructor, but it may be ineffective.
	4	
	5	Comprehensive student profiles or employability development plans (EDP) are widely used; the information is transmitted to the teacher in an understandable and timely manner; this information is used for student-centered instruction in all programs and levels.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.8	1	A system for placing students into appropriate instructional levels has not been developed.
	2	
	3	A system for placing students into appropriate instructional levels has been developed; testing procedures, instruments, and responsibilities are specified, but may not always be carried out uniformly; instructors may not receive placement information in a timely manner; students may be frequently misplaced and instructors must redirect students to appropriate instructional levels.
	4	
	5	A comprehensive system for placing students into appropriate instructional levels has been implemented; testing procedures, instruments, and responsibilities are specified and carried out uniformly; instructors receive placement information in a timely manner; the majority of students are placed into appropriate instructional levels.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.9	1	Pre/post tests of instructional units are not conducted.
	2	
	3	There is an attempt to use pre/post tests for instructional units presented; the pre-test may be cursory, involving only brief oral questions; post-tests may not be routinely given; commercial pre/post tests may be used when included with instructional materials.
	4	
	5	Pre/post tests are used for all major units of instruction; the pre-test helps to identify areas to target instruction; the post-test monitors student mastery of the materials presented; the pre/post assessment is appropriate to the needs and abilities of the students and units presented; results are reported to students in a timely and understandable manner.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.10	1	A system to document the attainment of basic skills, life skills, and/or employability competencies, and to certify student completion of specified levels of instruction or programs, has not been developed.
	2	
	3	A system to document the attainment of basic skills, life skills, and/or employability competencies and to certify student completion of specified levels or programs has been established; instructors may not consistently use the documentation and certification procedures; there may be no uniform criteria for documenting and certifying competency attainment, thus making it difficult to share assessment results across programs and levels.
	4	
	5	A comprehensive system to document the attainment of basic skills, life skills, and/or employability competencies, and to certify student completion of specified levels or programs, has been implemented; instructors uniformly document and certify competency attainment based on agreed-upon criteria; students are informed of assessment results in a timely and understandable manner; instructors share assessment results to make program decisions for student benefit.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.11	1	Assessment and evaluation results generally are not shared with students, and teachers often do not have access to such information.
	2	
	3	Some assessment and evaluation results are shared with students, but it may not be done consistently; the results may not be comprehensible to students; instructors may not receive program support for scoring tests, and they may not receive training in how best to share assessment and evaluation results with students; some instructors may not share assessment results with students.
	4	
	5	Assessment and evaluation results are consistently shared with students; both test results and program evaluation results are compiled by program level staff and are provided to instructors in a timely and understandable format; instructors receive training in the best ways to share such data with students; all instructors share this data at some level with students; students are able to use the data presented to them to monitor their own learning progress.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.12	1	Well-planned and sequenced competency-based lessons are not presented to students on a regular basis.
	2	
	3	In general, competency-based lessons taught by instructors reflect an underlying plan; at times, competency-based lessons do not provide for smooth transitions; sequencing and pacing may sometimes be erratic, being either too fast or too slow for students.
	4	
	5	Competency-based lessons presented to students have a clearly evident underlying plan; transitions between activities are done at appropriate times and in appropriate ways in accordance with students' needs and abilities; the sequence and pacing of instruction are appropriate to the content of the lessons and to student needs and abilities.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.13	1	Competency-based lessons address no apparent life skill or employability competency; basic skills are not taught in the context of the life skills or employability competencies addressed.
	2	
	3	Competency-based lessons have a life skill or employability competency focus; they may not be clearly defined; basic skills are addressed but they may not be essential to the performance of the competency objective; application (student practice) of the competency objective may not approximate real-life performance demands (e.g., a writing task when the goal is to use the phone -- an oral skill.
	4	
	5	Competency-based lessons have a clearly-defined life skill or employment competency objective; basic skills are relevant to the competency objective; meaningful application of the competency objective that approximates real-life performance demands is provided.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.14	1	Effective monitoring of student performance is not conducted; there is little variety in methods used to monitor student comprehension; there is no adjustment of the content of instruction based on student comprehension.
	2	
	3	There is monitoring of student performance; explanations may not always be clear to students; there may be insufficient time allowed for students to respond to or ask questions; there may be minimal adjustment of instructional content; attention is focused on a small number of more vocal students.
	4	
	5	Effective monitoring of student performance is an integral part of competency-based lessons; good rapport is established with students; clear explanations are provided; a variety of methods to monitor comprehension (e.g., question/answer, student demonstration) are employed; lessons are adjusted based on student comprehension; student performance is continually monitored; a majority of the class is involved in the monitoring process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.15	1	Only one learning style (e.g., oral, aural, visual, kinesthetic) is effectively addressed in the teaching of competency-based lessons -- oral instructor presentation of materials; the lessons are characterized by a great deal of "teacher talk" that contains extraneous information not essential to the lessons.
	2	
	3	More than one learning modality is addressed in the teaching of competency-based lessons; the modalities employed may be used inconsistently and without apparent purpose; the aural modality is usually addressed by "teacher talk;" there may be no real attempt to relate the learning styles to the life skill and/or employability competency.
	4	
	5	A variety of student learning styles are addressed in the teaching of competency-based lessons; the learning styles are appropriate to the life skill and/or employability competency (e.g., oral/aural for job interview); there is a balance of teacher/student talk.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.16	1	The materials used are not appropriate for competency-based lessons; they may not support the focus of instruction.
	2	
	3	Materials are generally appropriate for competency-based lessons; they support the focus of instruction, but may not be essential to the application of learning; there may be no attempt to provide different levels of materials to meet diverse student needs and abilities; the volume of materials used may be inaproppriate for the majority of students; the materials may not be formatted well in clear, easy-to-read text.
	4	
	5	Materials used in competency-based lessons are essential to the focus of the lesson; they capture the students' interest and keep them on task; the volume of materials allows the majority of students to complete them within a given time frame; the materials are appropriate to the level of instruction; there is an attempt to provide different levels of materials based on student needs and abilities; the materials are formatted well with clear, easy-to-read text; the materials are free from bias.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.17	1	There is only one grouping strategy employed (e.g., whole group, small group, individualized instruction, etc.)
	2	
	3	More than one grouping strategy is used, but they may be employed without apparent criteria such as skill level or interest level; the grouping strategies may not be clearly explained and the task may not be clearly demonstrated; there may be no attempt to relate the grouping task to the life skill or employability competency objective; the task may not provide for meaningful application that approximates "real-life" performance demands.
	4	
	5	A variety of grouping strategies are used effectively; the grouping strategies accomodate the diversity of student needs and learning abilities; the grouping strategies are clearly explained and demonstrated; the tasks performed in different grouping configurations support the life skill or employability skill objective (e.g., writing a letter to complain to a landlord); students have an opportunity to report back the results of the task.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.18	1	Instructors do not analyze their own teaching performance.
	2	
	3	Some instructors analyze their teaching performance; they may not have access to a structured process to assess their own effectiveness; if a structured teaching analysis process is in use, it may not reflect the key elements of CBE instruction.
	4	
	5	All instructors are encouraged to analyze their own teaching; instructors receive training in using a structured process that reflects the key elements of CBE at the classroom level; there are staff development activities and resources available to assist teachers in areas of identified professional development need that emerge from the teaching analysis process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.19	1	There is no process for conducting student needs assessment.
	2	
	3	There is a process for conducting student needs assessment; it may be done infrequently and may not be representative of the student population; classroom needs assessment is done infrequently; procedures may not be appropriate for the level of instruction; there may be no organized process to assist instructors in determining student needs.
	4	
	5	Formal student needs assessment occurs on a regular basis at the program and classroom level; needs assessment procedures are tailored to programs and levels; tests are scored and analyzed for instructors and are returned in a timely and understandable format to assist in determining student needs.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.20	1	There is no process for conducting student needs assessment.
	2	
	3	There is a process for conducting student needs assessment; the results may not be communicated across programs or levels of program; curriculum revision or the identification of new competencies may not be based on current needs assessment results; classroom needs assessment may be problematic.
	4	
	5	Formal student needs assessment at the classroom and program level occur on a regular basis; results of the needs assessment are communicated effectively to staff in an understandable format; curriculum is revised at classroom and program levels based on assessment data; new competencies and materials are identified based on these data.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.21	1	Instructional planning takes little or no account of student time constraints and personal problems.
	2	
	3	Instructional planning attempts to take into account student time constraints and personal problems; there may be no formal process to identify these student problem areas; students may need to ask the instructor to provide alternative methods to "make up" classroom instruction.
	4	
	5	Instructional planning is based on identified student needs; the planning takes into account student time constraints and personal problems; there is a process to identify and accomodate these problem areas by providing alternative methods of delivering instruction (e.g., peer tutoring, independent modules).

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.22	1	Instruction does not effectively take into account the diverse sets of meanings and values held by the different cultural groups represented in the classroom.
	2	
	3	Instruction reflects a general knowledge of the meanings and values that characterize some of the cultural groups represented in the program; however, instructors may have insufficient information about the various cultures represented to allow for effective instructional planning to act on that information.
	4	
	5	Cross-cultural awareness and knowledge are integral to the planning of instruction for all programs and levels; instructors are sensitive to the use of appropriate instructional strategies with diverse cultural groups; instruction effectively takes into account the diverse sets of meanings and values held by the different cultural groups in the program, and is based on current information.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.23	1	There are no regular staff planning meetings to address student and program needs.
	2	
	3	Some staff planning meetings are held; the meetings may be held infrequently, generally in response to special program concerns (e.g., graduation activities, new program guidelines); instructional staff may have little meaningful input into meeting agendas; most planning may occur informally among instructional staff at a variety of locations, during lunch or breaks, and may have little structured administrative involvement or support.
	4	
	5	An effective program planning process that involves instructional staff is in operation; the process involves staff in assisting to determine program needs and future directions; there is some paid release time for staff participation; there is administrative support and involvement; staff members have some real impact on the direction of programming as a result; there is a real attempt made to involve night staff and staff from outlying sites in the planning process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.24	1	Effective, structured attempts are not generally made to motivate regular student attendance and meaningful participation in instruction.
	2	
	3	Some structured attempts are made to motivate students to attend class regularly, although the attempts may be inconsistent; there may not be an organized process in place for identifying students in need of such motivational support and providing followup services as needed.
	4	
	5	There is a comprehensive, structured process in operation for motivating students to attend class regularly; appropriate incentives may be provided to students to reinforce positive participation in the program, and to build student self-confidence; a similar process may occur in the classroom to encourage meaningful student participation.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.25	1	Instructors do not provide input to management for the purpose developing a comprehensive program evaluation plan.
	2	
	3	Some attempts are made to solicit instructor input into program evaluation efforts, but these efforts are not always effective; the process may involve sending teachers memos or questionaires that are generally not returned by a high percentage of instructional staff; staff members generally are not made aware of the impact of evaluation efforts in overall program planning.
	4	
	5	A formal process that insures effective teacher input into program evaluation activities has been implemented; management uses a variety of methods to encourage instructor involvement in processes to develop program evaluation goals and objectives that address real program needs, and to help gather needed program evaluation data (e.g., test scores, student surveys, etc.).

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
I.26	1	There is no formal staff development needs assessment process in operation to discover the professional development needs of teachers; nor are teachers involved in the planning of inservice training activities.
	2	
	3	Some attempt is made to discover the staff development needs of teachers; the process is based on a survey sent out to instructional staff; the staff development activities actually scheduled may be based on a combination of the needs assessment results and administrative perceptions of teacher needs; staff development meetings may be scheduled at times that are convenient to administration, with little teacher input.
	4	
	5	A formal needs assessment process is used to identify teachers' staff development needs; the process utilizes a variety of methods to gather staff input (e.g., surveys, classroom visits, etc.); teachers collaborate with management to plan meeting times and meeting agendas.

GUIDANCE

SCORING CRITERIA

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.1	1	A CBE Program Goal statement has not been developed.
	2	
	3	A CBE program goal statement has been developed; at least 3 of the key elements are covered; key elements which are addressed could be expanded; some information may not be in agreement with CBE principles.
	4	
	5	A CBE Program Goal statement has been developed; all 5 key elements are addressed in a comprehensive and accurate fashion.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.2	1	New students are not oriented to the program on a regular basis.
	2	
	3	New students are oriented to the program; students may receive an overview of how the program works, program requirements, and a description of how students may move between program components; not all students consistently receive this orientation information.
	4	
	5	All new students are oriented to the program through a comprehensive, well-structured process; the orientation process tells students how the program works, what is required of them, and how they may move between program components; the orientation process is planned so that it serves all new students entering the program on an open entry/open exit basis; instructors reinforce the key points of the orientation process in the classroom.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.3	1	Individual student profiles or employability development plans (EDP) are not used.
	2	
	3	Individual student profiles or employability development plans (EDP) are used to collect student information; this information may not be adequate to provide accurate guidance.
	4	
	5	Individual student profiles or employability development plans (EDP) are widely used; the information collected is comprehensive and allows for accurate guidance of students.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.4	1	A system for placing students has not been developed.
	2	
	3	A system for placing students has been developed; testing procedures, instruments, and responsibilities are specified, but not always carried out uniformly; the system may not be accurate and/or economical (time/money); instructors may not receive placement information in a timely manner.
	4	
	5	A comprehensive placement system has been implemented; the system is economical (time/money), and allows for accurate student placement into programs and levels; testing procedures, instruments, and responsibilities are specified; placement information is transmitted to appropriate personnel in a timely manner; students are informed of placement results and participate in decisions to re-evaluate original placement assignment.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.5	1	No basic skills requirements to determine entry level readiness for various programs offered (e.g., vocational training, high school diploma programs) have been established.
	2	
	3	Some basic skills requirements to determine entry level readiness for various programs offered (e.g., vocational training, high school diploma) have been established; the criteria for entry may not be clearly articulated; there may not be appropriate assessment instruments to measure basic skills needed; a system to suggest alternate instructional support based on the outcome of testing may not be in place.
	4	
	5	Basic skills requirements to determine entry level readiness for various programs offered (e.g., vocational training, high school diploma) are in place; the criteria are known and agreed upon by all concerned staff and are clearly articulated to students; appropriate assessment instruments have been identified to measure the basic skills; based on this assessment, recommendations for additional instructional support can be made; there is a process to transmit testing information in a timely and understandable format.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.6	1	A system to document the attainment of basic skills, life skills, and/or employability competencies, and to certify student completion of specified levels or programs, has not been established.
	2	
	3	A system to document the attainment of basic skills, life skills, and/or employability competencies, and to certify student completion of specified levels or programs, has been established; the documentation and certification procedures may not be used consistently for all levels and programs; there may not be uniform criteria for documenting and certifying competency attainment, making it difficult to share assessment results across programs and levels.
	4	
	5	A comprehensive system to document the attainment of basic skills, life skills, and/or employability competencies, and to certify student completion of specified levels or programs, has been implemented; documentation and certification procedures are based on uniform and agreed-upon criteria; the results are shared in a timely and understandable format with concerned staff.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.7	1	There is no system to assure that guidance services are made available on an equitable basis to students in ALL programs within the agency.
	2	
	3	Guidance services are, in theory, available to all students in the agency; however, many students may not know how to gain access to these services, and may not be told how to do so; guidance services may be provided more frequently to students in one particular program (e.g., high school diploma) than in others (e.g., ESL).
	4	
	5	There is a comprehensive system in place to assure access to guidance services for all students in the agency; students are consistently made aware of guidance services as they enter programs, and on a continual basis as they move through levels and programs; guidance personnel use classroom visitations, handouts, videos, etc. to encourage student and instructor use of guidance services; students in ALL programs actively take advantage of guidance services.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.8	1	There is no system for counseling students regarding realistic options and goals for pre-vocational training, vocational skills training, academic preparation, or other training opportunities.
	2	
	3	Students are counseled regarding realistic options and goals for pre-vocational training, vocational skills training, academic preparation, and other training opportunities; counseling may not occur on a regular basis, and all students may not have equal access to information.
	4	
	5	There is a consistent process for assisting students in setting realistic goals for pre-vocational training, vocational skills training, academic preparation, and other training opportunities; all students know that these services are available and all have equal access to counseling; students are helped to redefine their goals as they move through the program; there is a process to communicate redefined goals to concerned staff.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.9	1	Assessment and evaluation results are not routinely shared with students.
	2	
	3	Some assessment and evaluation results are shared with students; it may not be done routinely; results may not be shared with students in a timely and understandable manner.
	4	
	5	Assessment and evaluation results are consistently shared with students; the results are presented in an understandable and timely manner, and are used to assist students to monitor their own learning progress.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.10	1	There is no system to refer students to alternate programs or return them to a case worker if they are inappropriately assigned or referred to a training program or an education program.
	2	
	3	Students are referred to alternative programs when necessary; there may not always be consistent communication among program staff concerning these referrals; guidance personnel may not have adequate communication channels with case workers in order to reevaluate students' education/training assignments.
	4	
	5	A comprehensive referral system has been established; students are directed to alternative programs as needed; there are open communication channels between guidance personnel and case workers in order to reevaluate education/training assignments as needed; students are involved in the reevaluation and reassignment process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.11	1	A process for providing student access to information about employment opportunities and/or job placement services has not been established; students primarily receive information directly from other students.
	2	
	3	There is a process for providing student access to information about employment opportunities and/or job placement services; the information may be inadequate and it may not be current; the information may not be easily accessed or presented in an understandable format.
	4	
	5	An efficient process for providing student access to information about employment opportunities and/or job placement services has been implemented; current information has been organized in an understandable format; the information is easily accessible by instructional staff and students; there is a process to continually update the information.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.12	1	Guidance does not effectively take into account the diverse sets of meanings and values held by the different cultural groups represented in the program.
	2	
	3	Guidance reflects a general knowledge of the meanings and values that characterize some of the cultural groups represented in the program; however, guidance personnel may have insufficient information about the various cultures represented to allow for effective planning to act on that information.
	4	
	5	Cross-cultural awareness and knowledge are integral to planning for all programs and levels; guidance personnel are sensitive to the use of appropriate guidance strategies with diverse cultural groups; guidance effectively takes into account the diverse sets of meanings and values held by the different cultural groups in the program, and is based on current information.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.13	1	There is no system to refer students to appropriate community resources; a listing of community resources is not available.
	2	
	3	There is a listing of community resources; the list may not be current and may not be readily available to instructional staff; students are referred to community agencies; however, referrals may not be made consistently; there may not be a process to communicate referral information to appropriate staff.
	4	
	5	A comprehensive list of community resources has been established; the list is current and there is a process to continually update information on an ongoing basis; there is a comprehensive referral process to assist students in accessing appropriate community resources; concerned program staff communicate regularly about student referrals and results from the referral process.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.14	1	There is no established process to maintain ongoing communication with instructional staff.
	2	
	3	Guidance personnel meet together with instructional staff at designated times; the meetings may be infrequent; there may not be opportunities to discuss student issues and to coordinate instructional and guidance activities.
	4	
	5	Guidance personnel meet together with instructional staff on a regular basis; the purpose of the meetings is to discuss student issues; instruction and guidance activities are coordinated to maximize benefit to students.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.15	1	There is no system for transmitting student profile or employability development plan (EDP) information to instructors; there is also no system to communicate about the accuracy of student placement.
	2	
	3	Student profile information or employability development plans (EDP) are reported to instructors; the process for transmitting this information may be ineffective and not all instructors may routinely receive the information; there is no formal communication between the guidance staff and instructors about the accuracy of student placement; instructors generally make placement adjustments as needed but do not routinely report these changes back to guidance personnel.
	4	
	5	There is a standard process to transmit student profile information or employability development plans (EDP) to teachers; there is also a standardized format to provide feedback to guidance personnel about the accuracy of student placement; regular staff meetings are held to discuss ways to make improvements based on feedback received.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.16	1	Guidance personnel do not provide input to management for the purpose of developing a comprehensive program evaluation plan.
	2	
	3	Some attempts are made to solicit guidance input into program evaluation efforts, but these efforts may not always be effective; the process may involve sending staff memos or questionnaires that may not be returned by a high percentage of staff; staff members generally are not made aware of the impact of evaluation efforts in overall program planning.
	4	
	5	A formal process that insures effective guidance input into program evaluation activities has been implemented; management uses a variety of methods to encourage guidance involvement in processes to develop program evaluation goals and objectives that address real program needs.

I. S. A. M.
SCORING CRITERIA

ITEM NUMBER	SCALE RATING	DEFINITION OF CRITERIA
G.17	1	There is no formal staff development needs assessment process in operation to identify the professional development needs of guidance personnel; nor are guidance personnel involved in the planning of inservice training activities.
	2	
	3	Some attempt is made to identify the staff development needs of guidance personnel; the process is based on a survey sent out to instructional staff; the staff development activities actually scheduled are based on a combination of needs assessment results and administrative perceptions of staff needs; staff development meetings may be scheduled at times that are not convenient.
	4	
	5	A formal needs assessment process is used to identify guidance personnel staff development needs; the process utilizes a variety of methods to gather staff input (e.g., surveys, classroom visits, etc.); guidance personnel collaborate with management to plan meeting times and meeting agendas.

The *NEW*

I. S. A. M.

(Institutional Self-Assessment Measure)

a planning and program improvement tool for

COMPETENCY - BASED

programs

GUIDANCE

SCORING FORMS

This work was developed by the CBAE Staff Development Project, San Francisco State University Foundation, Inc., under state-administered contracts of the Federal P.L. 91-230, Section 310, from the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education. No official endorsement of this work should be inferred.

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SUMMARY ANALYSIS FORMS

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developed by
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Agency Name _____ Date of ISAM _____

A.

I. S. A. M.

Summary Profile Sheet: M A N A G E M E N T

SCALE	Program Framework				Student Orientation and Placement			Assessment								Instruction				Program Evaluation			Communication and Coordination						ITEM No.
5																													MM 1
4																													MM 2
3																													MM 3
2																													MM 4
1																													MM 5
																													MM 6
																													MM 7
																													MM 8
																													MM 9
																													MM 10
																													MM 11
																													MM 12
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																													MM 14
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																													MM 16
																													MM 17
																													MM 18
																													MM 19
																													MM 20
																													MM 21
																													MM 22
																													MM 23
																													MM 24
																													MM 25
SCALE	5				4			3								2				1									ITEM No.

Agency Name _____ Date of ISAM _____

B.

I. S. A. M.

Summary Profile Sheet: INSTRUCTION

SCALE	5	4	3	2	1	ITEM No.	
Curriculum Framework						I 1	
						I 2	
						I 3	
						I 4	
						I 5	
Student Orientation and Placement						I 6	
						I 7	
						I 8	
Assessment						I 9	
						I 10	
						I 11	
Instruction						I 12	
						I 13	
						I 14	
						I 15	
						I 16	
						I 17	
						I 18	
						I 19	
						I 20	
						I 21	
Communication and Coordination						I 22	
						I 23	
						I 24	
						I 25	
						I 26	
SCALE	5	4	3	2	1	ITEM No.	

Agency Name _____ Date of ISAM _____

C.

I. S. A. M.

Summary Profile Sheet: G U I D A N C E

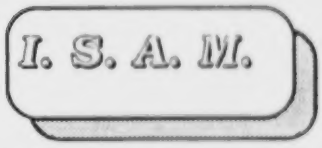
SCALE	Student Orientation and Placement			Assessment		Guidance									Communication and Coordination				SCALE
5																			5
4																			4
3																			3
2																			2
1																			1
ITEM No.	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	G 13	G 14	G 15	G 16	G 17	ITEM No.	

I. S. A. M.

D.

INTEGRATED PROFILE

Categories	MANAGEMENT	INSTRUCTION	GUIDANCE
Program Framework			
Curriculum Framework			
Student Orientation and Placement			
Assessment			
Instruction			
Guidance			
Program Evaluation			
Communication and Coordination			



E.

PRIORITY-SETTING WORKSHEET

I.S.A.M. Item Number	Program Area	Priority Number	Person Responsible	Target Date	Date Accomplished